

Comprehensive School Improvement Plan (CSIP) Question	Code Citation	Code Text
COLLECT AND ANALYZE DATA		
<p>1. The district/school involved the following groups in assessing student educational needs. (Check all that apply)</p> <p><input type="checkbox"/> Community Survey</p> <p><input type="checkbox"/> Community/School Focus Group</p> <p><input type="checkbox"/> School Board</p> <p><input type="checkbox"/> School Improvement Advisory Committee</p> <p><input type="checkbox"/> District Leadership Team (including teachers)</p> <p><input type="checkbox"/> Other - Limited to 50 characters option to add additional "others"</p>	Iowa Code 256.7(21)(a) Public and Nonpublic	Requirements that all school districts and accredited nonpublic schools develop, implement, and file with the department a comprehensive school improvement plan that includes, but is not limited to, demonstrated school, parental, and community involvement in assessing educational needs, establishing local education standards and student achievement levels, and, as applicable, the consolidation of federal and state planning, goal-setting, and reporting requirements.
<p>2. The district/school shared the following with the above named groups to determine educational need. (Check all that apply)</p> <p><input type="checkbox"/> Attendance rate</p> <p><input type="checkbox"/> Bullying/harassment data</p> <p><input type="checkbox"/> Data disaggregated by subgroups</p> <p><input type="checkbox"/> Dropout rate</p> <p><input type="checkbox"/> Graduation rate</p> <p><input type="checkbox"/> Results of Iowa Assessments</p> <p><input type="checkbox"/> Results of early literacy assessment</p> <p><input type="checkbox"/> Results of multiple assessment measures</p> <p><input type="checkbox"/> Other - Limited to 50 characters option to add additional "others"</p>	Iowa Code 256.7(21)(c) Public and Nonpublic	A requirement that all school districts and accredited nonpublic schools annually report to the department and the local community the district-wide progress made in attaining student achievement goals on the academic and other core indicators and the district-wide progress made in attaining locally established student learning goals. The school districts and accredited nonpublic schools shall demonstrate the use of multiple assessment measures in determining student achievement levels. The school districts and accredited nonpublic schools shall also report the number of students who graduate; the number of students who drop out of school; the number of students who are tested and the percentage of students who are so tested annually; and the percentage of students who graduated during the prior school year and who completed a core curriculum. The board shall develop and adopt uniform definitions consistent with the federal No Child Left Behind Act of 2001, Pub. L. No. 107-110 and any federal regulations adopted pursuant to the federal Act. The school districts and accredited nonpublic schools may report on other locally determined factors influencing student achievement. The school districts and accredited nonpublic schools shall also report to the local community their results by individual attendance center
	Iowa Code 280.28(7) Public and Nonpublic	Integration of policy and reporting. The board of directors of a school district and the authorities in charge of each nonpublic school shall integrate its antiharassment and antibullying policy into the comprehensive school improvement plan required under section 256.7, subsection 21, and shall report data collected under subsection 6, as specified by the department, to the local community.

	Iowa Code 279.68(4)(a) Public and Nonpublic	To ensure all children are reading proficiently by the end of third grade, each school district shall address reading proficiency as part of its comprehensive school improvement plan, drawing upon information about children from assessments conducted pursuant to subsection 1 and the prevalence of deficiencies identified by classroom, elementary school, and other student characteristics. As part of its comprehensive school improvement plan, each school district shall review chronic early elementary absenteeism for its impact on literacy development. If more than fifteen percent of an attendance center's students are not proficient in reading by the end of third grade, the comprehensive school improvement plan shall include strategies to reduce that percentage, including school and community strategies to raise the percentage of students who are proficient in reading.
<p>Use the Universal Instruction Protocol and the Percent of Students Meeting Benchmark (Spring 2016) summary report in Iowa TIER with your building leadership teams. Answer questions 3-5:</p> <p>3. Which grade has the lowest percent of students at benchmark? Choose one:</p> <p><input type="checkbox"/> K</p> <p><input type="checkbox"/> 1</p> <p><input type="checkbox"/> 2</p> <p><input type="checkbox"/> 3</p> <p><input type="checkbox"/> 4</p> <p><input type="checkbox"/> 5</p> <p><input type="checkbox"/> 6</p> <p><input type="checkbox"/> All grades have fewer than 10 students</p>	Iowa Code 279.68(4)(a) Public district Nonpublic using TIER (Optional)	To ensure all children are reading proficiently by the end of third grade, each school district shall address reading proficiency as part of its comprehensive school improvement plan, drawing upon information about children from assessments conducted pursuant to subsection 1 and the prevalence of deficiencies identified by classroom, elementary school, and other student characteristics. As part of its comprehensive school improvement plan, each school district shall review chronic early elementary absenteeism for its impact on literacy development. If more than fifteen percent of an attendance center's students are not proficient in reading by the end of third grade, the comprehensive school improvement plan shall include strategies to reduce that percentage, including school and community strategies to raise the percentage of students who are proficient in reading.
<p>4. Which subgroup has the lowest percent of students at benchmark? Choose one: (Public district and Nonpublic using TIER (Optional))</p> <p><input type="checkbox"/> ELL</p> <p><input type="checkbox"/> American Indian/ Alaskan Native</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> Black or African American</p> <p><input type="checkbox"/> Hispanic/ Latino</p> <p><input type="checkbox"/> Multi-Racial</p> <p><input type="checkbox"/> Native Hawaiian or Other Pacific Islander</p> <p><input type="checkbox"/> All subgroups have fewer than 10 students</p>	Iowa Code 279.68(4)(a) Public district Nonpublic using TIER (Optional)	To ensure all children are reading proficiently by the end of third grade, each school district shall address reading proficiency as part of its comprehensive school improvement plan, drawing upon information about children from assessments conducted pursuant to subsection 1 and the prevalence of deficiencies identified by classroom, elementary school, and other student characteristics. As part of its comprehensive school improvement plan, each school district shall review chronic early elementary absenteeism for its impact on literacy development. If more than fifteen percent of an attendance center's students are not proficient in reading by the end of third grade, the comprehensive school improvement plan shall include strategies to reduce that percentage, including school and community strategies to raise the percentage of students who are proficient in reading.

<p>5. Which, if any, of your elementary attendance centers with a third grade have more than 15% of students not meeting benchmark? Iowa Code 279.68 Check all that apply:</p> <p><input type="checkbox"/> List of elementary buildings for each district will be provided</p>	<p>Iowa Code 279.68(4)(a) Public district Nonpublic using TIER (Optional)</p>	<p>To ensure all children are reading proficiently by the end of third grade, each school district shall address reading proficiency as part of its comprehensive school improvement plan, drawing upon information about children from assessments conducted pursuant to subsection 1 and the prevalence of deficiencies identified by classroom, elementary school, and other student characteristics. As part of its comprehensive school improvement plan, each school district shall review chronic early elementary absenteeism for its impact on literacy development. If more than fifteen percent of an attendance center's students are not proficient in reading by the end of third grade, the comprehensive school improvement plan shall include strategies to reduce that percentage, including school and community strategies to raise the percentage of students who are proficient in reading.</p>
GOAL SETTING		
<p>6. A review of progress on previous long-range goals, progress on previous annual improvement reading goals and current reading data, the district/school has identified the following measurable long range goal in PK-6 reading (literacy).</p>	<p>Iowa Code 256.7(21)(a) Public and Nonpublic</p>	<p>Requirements that all school districts and accredited nonpublic schools develop, implement, and file with the department a comprehensive school improvement plan that includes, but is not limited to, demonstrated school, parental, and community involvement in assessing educational needs, establishing local education standards and student achievement levels, and, as applicable, the consolidation of federal and state planning, goal-setting, and reporting requirements.</p>
<p>7. The district/school elementary annual reading goal to align with the long-range goal and based on current reading (literacy) data.</p>	<p>Iowa Code 256.7(21)(a), Public and Nonpublic</p>	<p>Requirements that all school districts and accredited nonpublic schools develop, implement, and file with the department a comprehensive school improvement plan that includes, but is not limited to, demonstrated school, parental, and community involvement in assessing educational needs, establishing local education standards and student achievement levels, and, as applicable, the consolidation of federal and state planning, goal-setting, and reporting requirements.</p>
ACTIONS TO ACCOMPLISH ANNUAL AND LONG-RANGE GOALS		

<p>8. What teacher professional development is needed and planned within the next few years to increase the likelihood of the district/school attaining literacy goal(s)? Check all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Building consensus for and establishing a framework to implement a multi-tiered system of supports (MTSS)). <input type="checkbox"/> The district/school will develop and implement a professional development plan to operationalize and align instructional practices and materials to the Iowa Core, including the foundational skills in early literacy <input type="checkbox"/> The district/school will develop and implement a professional development plan to understand the role of fluency and/or screening data in the big picture of literacy and engage in collaborative inquiry practices with PreK-6 partners utilizing Assessment System Protocol and Assessment System Facilitation Guide. <input type="checkbox"/> The district/school will develop and implement a professional development plan to understand the role of universal tier practices in the big picture of literacy and engage in collaborative inquiry practices with PreK-6 partners utilizing Universal Instruction Protocol and Universal Instruction Facilitation Guide. <input type="checkbox"/> The district/school will develop and implement a professional development plan to study and implement best practices in responding to PreK-6 literacy progress monitoring data with a focus on intensifying interventions when data suggest a need. <input type="checkbox"/> The district/school will develop and implement a professional development plan to study, implement, and evaluate the features of explicit instruction in PreK-6 Literacy. <input type="checkbox"/> Other – Limited to 500 characters 	<p>IAC 281-12.7(2)(a), Nonpublic</p>	<p>Each accredited nonpublic school shall incorporate into its comprehensive school improvement plan provisions for the professional development of staff. To meet the professional needs of instructional staff, professional development activities shall align with school achievement goals and shall be based on student achievement needs and staff professional development needs.</p>
	<p>IAC 281-12.7(1)(a) Public</p>	<p>Each school district shall incorporate into its comprehensive school improvement plan provisions for the professional development of all staff, including the district professional development plan required in 281—paragraph 83.6(2)"a." To meet the professional needs of all staff, professional development activities shall align with district goals; shall be based upon student and staff information; shall prepare all employees to work effectively with diverse learners and to implement multicultural, gender fair approaches to the educational program; and shall adhere to the professional development standards in 281—paragraph 83.6(2)"b" to realize increased student achievement, learning, and performance as set forth in the comprehensive school improvement plan.</p>
<p>9. What research-based actions does the district/school <u>have in place</u> to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in elementary reading? Check all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff are/have worked through the Assessment Facilitation Guide to increase assessment, progress monitoring, and data-based decision-making practices for literacy instruction. 	<p>IAC 281.12.8(1)(d) Public and Nonpublic</p>	<p>The comprehensive school improvement plan shall include actions the school or school district shall take districtwide in order to accomplish its long-range and annual improvement goals as required in Iowa Code section 281.12(1)(b).</p> <ol style="list-style-type: none"> 1. Actions shall include, but are not limited to, addressing the improvement of curricular and instructional practices to attain the long-range goals, annual improvement goals, and the early intervention goals as described in subrule 12.5(18).

<ul style="list-style-type: none"> <input type="checkbox"/> Staff are/have worked through the Universal Instruction Facilitation Guide, specific to Class Wide Intervention and Instructional Time, to improve literacy Universal Tier practices (identify problems of practice, identify and prioritize barriers, remove barriers). <input type="checkbox"/> Staff are/have applied the Assessment System Protocol and Universal Instruction Protocol in a collaborative inquiry fashion. <input type="checkbox"/> Staff are/have followed the Universal Instruction protocol at leadership team meetings and collaboratively with teachers to identify actions related to Consensus, Class Wide Intervention, Instructional Time and 1-2 additional building blocks for the purpose of action planning to improve literacy instruction. <input type="checkbox"/> Staff utilize the external and internal coaching structure to develop and implement a Multi-Tiered System of Supports (MTSS), including common definition, guiding principles, leadership team formation and roles, and regularly scheduled and structured data analysis for literacy. <input type="checkbox"/> Staff are/have worked to increase parent engagement through community partners, e.g. teaching parents literacy strategies to use at home. <input type="checkbox"/> Other - Limited to 500 characters 		<ol style="list-style-type: none"> 2. A school or school district shall document consolidation of state and federal resources and requirements, as appropriate, to implement the actions in its comprehensive school improvement plan. State and federal resources shall be used, as applicable, to support implementation of the plan. 3. A school or school district may have building-level action plans, aligned with its comprehensive school improvement plan. These may be included in the comprehensive school improvement plan or kept on file at the local level.
<p>10. What research-based actions does the district have in place to address the needs of students at-risk of not progressing in literacy? Check all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Small group instruction <input type="checkbox"/> Reduced teacher-student ratios <input type="checkbox"/> More frequent progress monitoring <input type="checkbox"/> Extended school day, week or year <input type="checkbox"/> Summer reading program <input type="checkbox"/> Collaborating with community partners <input type="checkbox"/> Other - Limited to 50 characters with option to add additional "others" 	<p>Iowa Code 279.68(2)(a) Public Only</p>	<p>a. Provide students who are identified as having a substantial deficiency in reading under subsection 1, paragraph "a", with intensive instructional services and supports, free of charge, to remediate the identified areas of reading deficiency, including a minimum of ninety minutes daily of scientific, research-based reading instruction and other strategies prescribed by the school district which may include but are not limited to the following: (1) Small group instruction. (2) Reduced teacher-student ratios. (3) More frequent progress monitoring. (4) Tutoring or mentoring. (5) Extended school day, week, or year. (6) Summer reading programs.</p>
	<p>Iowa Code 256D.1(1)(b)(2), Public Only</p>	<p>2. A school district shall integrate its specific early intervention block grant program goals and activities into the comprehensive school improvement plan required under section 256.7, subsection 21, paragraph "a".</p>

EVALUATION

<p>11. How will the improvement of instructional practices be evaluated? Check all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Administrative walk through to observe instructional practices in classroom (Public Only) <input type="checkbox"/> Peer review <input type="checkbox"/> Professional collaboration agenda/discussions <input type="checkbox"/> Other - Limited to 100 characters with option to add additional "others" 	<p>Iowa Code 284.6(1)(d) Public Only</p>	<p>d. An evaluation component that documents the improvement in instructional practice and the effect on student learning.</p>
<p>12. How will student achievement gains be monitored?) Check all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> A review of universal screening data after each screening window (3x year) <input type="checkbox"/> Review of progress monitoring indicator weekly <input type="checkbox"/> Review of student intervention and progress monitoring every 4-6 data points <input type="checkbox"/> Other - Limited to 100 characters option with to add additional "others" 	<p>Iowa Code 284.6(1)(d) Public Only</p>	<p>d. An evaluation component that documents the improvement in instructional practice and the effect on student learning.</p>

ONLINE LEARNING

<p>13. Does your district/school offer any online courses? If yes 13a. Online courses are offered for the following purposes. Check all that apply:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advanced Placement (AP) courses <input type="checkbox"/> Concurrent enrollment <input type="checkbox"/> Credit recovery <input type="checkbox"/> Expanded course opportunities <input type="checkbox"/> Post-Secondary Enrollment Options (PSEO) <p>13b. Check the online provider(s) utilized by the district: Check all that apply</p> <ul style="list-style-type: none"> <input type="checkbox"/> Apex Learning <input type="checkbox"/> Aventa Learning <input type="checkbox"/> E-Dynamic Learning <input type="checkbox"/> Edgenuity/E2020 <input type="checkbox"/> Edison Learning <input type="checkbox"/> Edmentum/Plato Learning <input type="checkbox"/> Florida Virtual School/FLVS Global <input type="checkbox"/> Fuel Education/K12 Inc. <input type="checkbox"/> Iowa Learning Online (ILO) <input type="checkbox"/> Middlebury Interactive 	<p>Iowa Code 256.42(4) Public and Nonpublic</p>	<p>4. Each participating school district and accredited nonpublic school shall submit its online curricula to the department for review. Each participating school district and accredited nonpublic school shall include in its comprehensive school improvement plan submitted pursuant to section 256.7, subsection 21, a list and description of the online coursework offered by the district or school.</p>
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<input type="checkbox"/> Odysseyware <input type="checkbox"/> Pearson/Connections Learning <input type="checkbox"/> Other - Limited to 50 characters with option to add additional "others"		
MENTORING & INDUCTION PLANS		
<p>14. Section 284.5(3) requires that districts include its plan in the school district's comprehensive school improvement plan submitted pursuant to section 256.7, subsection 21.</p> <p>Induction Plan for Beginning School Administrators. Select one.</p> <input type="checkbox"/> The school district uses the School Administrators of Iowa (SAI) mentoring and induction plan for beginning school administrators. <input type="checkbox"/> The district has created and implemented a mentoring and induction plan for beginning school administrators. <ul style="list-style-type: none"> - The plan was created and/or revised on (Enter Date) - Upload the Plan (Template Required) <p>Induction Plan for Beginning School Teachers</p> <p>The district has created and implemented a mentoring and induction plan for beginning school teachers.</p> <ul style="list-style-type: none"> - The plan was created and/or revised on (Enter Date) - Upload the Plan (Template Required) 	Iowa Code 284.5(3) Public Only	<p>3. Each school district and area education agency shall develop a plan for the program. A school district shall include its plan in the school district's comprehensive school improvement plan submitted pursuant to section 256.7, subsection 21. The plan shall, at a minimum, provide for a two-year sequence of induction program content and activities to support the Iowa teaching standards and beginning teacher professional and personal needs; mentor training that includes, at a minimum, skills of classroom demonstration and coaching, and district expectations for beginning teacher competence on Iowa teaching standards; placement of mentors and beginning teachers; the process for dissolving mentor and beginning teacher partnerships; district organizational support for release time for mentors and beginning teachers to plan, provide demonstration of classroom practices, observe teaching, and provide feedback; structure for mentor selection and assignment of mentors to beginning teachers; a district facilitator; and program evaluation.</p>
Talented and Gifted Plans		
<p>15. Program plans shall be part of the school improvement plan submitted pursuant to section 256.7, subsection 21, paragraph "a."</p> <p>The district has created and implemented a plan for talented and gifted students.</p> <ul style="list-style-type: none"> - The plan was created and/or revised on (Enter Date) - Upload the Required Cover Sheet (Template Required) - Upload the Plan (Plan Requirements) 	Iowa Code 257.72 Public Only	<p>Boards of school districts, individually or jointly with the boards of other school districts, shall annually submit program plans for gifted and talented children programs and budget costs to the department of education and to the applicable gifted and talented children advisory council, if an advisory council has been established, as provided in this chapter.</p>